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ABSTRACT

Covering the time period of August 1974 through May 1975, the report summarizes a project to improve leadership in Arizona distributive education youth groups. The primary product of the project was a one-day leadership training conference for 134 distributive education students in grades 11 and 12 and teachers in the State of Arizona. An evaluation of the conference was conducted in terms of participant satisfaction. A later post-conference evaluation was also made to determine the effectiveness of the conference in behavioral terms. The report includes a project summary, with goals, objectives, procedures, results, conclusions, and evaluation findings. The 13-page curriculum guide developed and used for the leadership training conference is also included. The conference agenda and project correspondence are appended. (NJ)

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A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS

OF

DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUCATION

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FINAL REPORT

Project No. 75-RMG-1302

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CE005228

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May 1, 1975

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SUMMARY OF THE REPORT

A) Time period covered by the report: August 23, 1974 - May 1, 1975

B) Goals and objectives of the project:

Goals: To help students become active members of their youth activities by being aware of:
1. What a leader is and does
2. Leadership styles
3. Task & Maintenance roles
4. Effects of leadership behavior on group members
5. Group interactions
6. Hierarchy of characteristics of a good leader

Objectives:
1. At the end of the training session local Distributive Education students will demonstrate their synthesis of leadership with 80 per cent of the local membership in their vocational D.E. youth group participating in a minimum of one group activity event during the school year as evidenced by the activity records of the group.

2. At the end of the training session D.E. students in attendance, 90 per cent will demonstrate their application of leadership by conducting local classroom membership training programs as evidenced by the activity records of the classroom.

3. By the end of school year 1974-75, 60 per cent of the senior D.E. members of the local DECA chapter will demonstrate their comprehension of youth organizations by participation in a local, regional and/or state DECA activities as evidenced by the local and state DECA activities records.

C) Procedures followed:
1. Studied and reviewed background of problem--the lack of professional leadership training for the students of distributive education in the State of Arizona.

2. Developed a plan of action with two fellow teachers of distributive education.

3. Tested plan of action with other teachers from the State of Arizona to determine feasibility and participation from the entire state.

4. Composed and submitted final copy of research proposal to the Arizona Department of Education for vocational education for funding.

5. Contacted professional trainer, training staff, plant facilities and sponsor for luncheon.

6. Completed the development and acquisition of all materials needed for the training session.

7. Contacted and invited all high schools with D.E. programs in the State of Arizona to participate in the training conference. (57 high schools)

8. Conducted training session.

9. Conducted evaluation and tabulated results.

10. Wrote and submitted final report.

11. Distributed copies of training curriculum to schools which indicated a desire.

D) Results: Conducted a successful one-day leadership training conference for 134 Distributive Education students and teachers from 37 high schools in the State of Arizona.

E) Evaluation: 1. Ninety per cent (90.7%) of participants in training session indicated the learning experience was EXCELLENT.

2. On-site monitoring of training session comments were "I have never attended a more pertinent, and potentially useful conference for developing student leaders."

3. Eighty per cent (80.64%) of responding participating schools indicated they have conducted local classroom leadership training during the past school year.

F) Conclusion and recommendation: Results indicated a training activity of this type should be made available to all vocational student leaders on a continuing effort.

INTRODUCTION

Problem area -- A portion of the Distributive Education Program is allotted to youth activities as required by the state plan for Distributive Education. The portion and importance of time devoted to youth group activities will depend on the educational philosophy of the individual instructor, local administrative support, and local youth leadership.

A successful youth activities program is dependent upon the local leadership. Each year new leaders are elected to be responsible for the youth activities. The problem local Distributive Education youth organizations face today is the lack of leadership training. A program can have a talented individual membership, but without leadership direction from the group nothing will be accomplished.

This project was designed to train two or three local leaders to return to their school classroom and develop a successful youth activity program. The problem will be resolved by providing an opportunity for local leaders and their advisors to receive a one-day classroom professional leadership training session. It was the hopes of this project that youth trained to participate in strong leadership and membership roles will become the image of their local school and vocational programs to the community.

Goals and objectives -- Goals: To help students to become active members of their youth activities by being aware of:

1. What a leader is and does
2. Leadership styles
3. Task - Maintenance roles
4. Effects of leadership behavior on group members
5. Group interactions
6. Hierarchy of characteristics of a good leader

Performance objectives: 1. At the end of the training session local D.E. students will demonstrate their synthesis of leadership with 80 per cent of the local membership in their vocational D.E. youth group participating in a minimum of one group activity event during the school year as evidenced by the activity records of the group.

2. At the end of the training session D.E. students in attendance, 90 per cent will demonstrate their application of leadership by conducting local classroom membership training programs as evidenced by the chapter activities records.

3. By the end of school year 1974-75, 60 per cent of the senior D.E. members of the local DECA chapter will demonstrate their comprehension of youth organizations by participation in a regional and/or state DECA activities as evidenced by the local and state DECA activities records.

Scope and limitation -- The scope of this project is the fifty-seven public high schools in the State of Arizona which have Distributive Education Programs.

The Distributive Education students are 11th and 12th grade high school vocational education students who have a career interest in marketing, merchandising and management. At the 11th grade level there is a one year pre-employment class titled "Marketing." The purpose of this course is to develop an understanding of social and economic responsibilities for those engaged in a free competitive society through carefully planned participating projects. Special emphasis is placed on development concepts of positive world of work attitudes which will render successful employment.

The 12th grade senior student is a one year double credit employment course called "Cooperative Merchandising". The seniors are selected by the teacher coordinator, counselors, and cooperating local businesses on the basis of personality, scholastic ability, and reasonable interest in pursuing a career in marketing and distribution. Advanced study is given in such areas as human relations, business finance, business operations, marketing, sales promotion and economics. Through the cooperation of the local businesses, the student's work with the supervision of the school and the employer, at least 15 hours a week on the average throughout the year in a regularly paid part-time position.

Procedures -- The project was conceived in the spring of 1974 in an Arizona State University course titled "Human relations in the secondary schools", the instructor being Susan N. Cummings, Ph.D. Within the class enrollment were five distributive education teacher-coordinators, which provided the nucleus for discussion and study of problem: "The lack of professional leadership training for the students of distributive education in the State of Arizona."

In consultation with distributive education teacher-coordinators Kris Sheets of West High School, Aaron Lipinski, Sunnyslope High School and Sue Cummings a plan of action was developed for the project and on May 30, 1974 the first proposal was submitted to the Arizona Department of Education for Vocational Education for funding. On August 13, 1974 the third revision of the proposal was submitted and on September 5th final approval and funding was granted.

During the summer months of June, July and August several contacts were made with the staff of the project to establish plant facilities and luncheon at The Arizona Room, Memorial Union, Arizona State University, Tempe, Arizona for Saturday, October 26, 1974. The decision for the use of Arizona State University facilities was made because ease of access for out-of-town schools from the inter-state highway system, and the no-cost element of the rooms.

At the AADET (Arizona Association of Distributive Education Teachers) Workshop held in Flagstaff, Arizona August 15-17, 1974 the project was presented to teachers of D.E. from the entire state to determine response.[1] Also, at the workshop telephone conversation was made with Dr. H. Naylor Fitzhugh, Vice-President, Special Markets, Pepsi-Cola Company to sponsor the cost of the luncheon, which meant there would be no expenses for the participants to attend the leadership training except transportation.[2]

During the third week of school, a formal letter of invitation was sent to the teachers of fifty-seven public high schools in the State of Arizona with D.E. programs to attend the training session.[3] Early in October a second letter was sent to those schools who didn't respond to the first invitation. On October 16th, telephone calls were made to those schools who still did not respond. In total three major efforts were made to encourage maximum state participation. From the original universe of fifty-seven schools there was representation from thirty-eight at the training session on October 26, 1974.

The next step, after the October 7th meeting at Arizona State University with the two teacher/consultants and professional trainer in which we completed the program and development of the student handbook to be used at the conference, was the development and acquisition of all the supplies and materials needed for the training session. The list of supplies and materials is included in the "training curriculum guide" part of this report. October 15-18, the color coded name tags were prepared and a training session reservation letter with a map of the A.S.U. campus was sent to all schools which indicated they would attend.[4] (165 Participants representing 45 schools) The participants were divided into 10 groups by random with assurances that no two members from any school were to be placed into a single group and no group was to have more teachers than students.

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[1]See Appendix A

[2]See Appendix B

[3]See Appendix C

[4]See Appendix D

On October 21, 1975, the staff completed the task of final planning and rehearsal for the training session.

Staff: Susan N. Cummings, Ph.D., Professional Trainer, Arizona State U.
Ronald T. Gould, Project Director, Washington High School
Kris Sheets, Teacher-Consultant, West High School
Aaron Lipinski, Teacher-Consultant, Sunnyslope High School
John Herrick, Student/teacher-Consultant, Arizona State University
Kristin Johnson, Student/teacher-Consultant, Arizona State U.
Kim Hymer, Student/teacher-Consultant, Northern Arizona University
Don Malby, Student/teacher-Consultant, Northern Arizona University
Bill Goodheart, Host, President, Arizona DECA, Washington High S.

On Friday, October 25th the evaluation form which was to be presented at the end of the conference was completed along with final preparation of all supplies and materials to be used during the session.[5]

The training session was conducted without problems. One hundred thirty-four students and teachers from thirty-seven high schools were in attendance.

The next step was the tabulation, printing and distribution of the findings for the written evaluation submitted upon completion of training activities.[6] Because of the excellent response and the suggestions in the first evaluation by teacher-coordinators and students, it was judged by the staff to delete the scheduled 45 day evaluation and instead devote the time and effort to composing an in-hand "training curriculum guide" for each of the participating schools by the end of the school year.[7]

In April 1975 the final evaluation of a classroom training conference for youth leaders of distributive education in the Arizona vocational education program conducted on October 26, 1974 at Arizona State University was submitted to the thirty-eight participating schools.[8]

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[5]See Appendix E

[6]See the findings for written evaluation form submitted upon completion of days activities.

[7]See the training curriculum guide

[8]See Appendix F the findings for final evaluation of a classroom training conference for youth leaders of distributive education in Arizona vocational education program.

FINDINGS FOR WRITTEN EVALUATION FORM SUBMITTED UPON COMPLETION OF DAYS ACTIVITIES

The total number of respondents for the first evaluation form was 117

The number of teachers in the response of the questionnaire was 23, which represents 19.77 per cent of the total number of respondents.

QUESTION 1

1. Now that you completed the day's activities, what are your honest feelings concerning the over-all conference?

_____ Excellent, learning experience

_____ Good, learning experience

_____ Poor, learning experience

_____ Uncertain

Remarks:

The results were: 106...or 90.7% indicated Excellent

11...or 9.4% indicated Good

zero response for Poor and uncertain

The following are the unabridged remarks concerning question number one.

"I enjoyed the conference very much as a fairly new D.E. coordinator it is very encouraging to see so many students willing to give up free time to find out how to become better leaders."

"I got involved for a change."

"Very positive reaction by student members."

"Excellent review for teachers, as well as realization for future leaders."

"I hope these activities will be as successful in my own chapter."

"concern for individual"

"was a definite learning situation for the students"

"The idea of 'doing' in any learning experience enhances and builds that experience...and doing interesting and well-structured activities are a joy!"

"It has been the BEST conference that my students could have attended."

"Very well planned & carried out"

"Well organized, and interesting activities!"

"Done very well--would like to see it done again--"

"Very well-planned and organized."

"It helped me a heck of a lot. I know what I've learned today will help me become a better leader. Besides that, you're a heck of a teacher!"

"I feel I have learned how to act and how to lead people in their path to success"

"I really enjoyed the experience. Before I came, I didn't really know what to expect, but I'm really glad I was here."

"Very well organized & interesting"

"I've learned more by listening to my small groups & thinking of the meanings of the activities than I would have by hearing someone tell them to me"

"I learned a lot and it was fun Excellent"

"I enjoyed this conference out of all the conferences I've attended for the past 2 years. We need more conferences like this so my fellow DECA members could attend, to take in the learning experiences I have today."

"I really enjoyed coming it was very interesting and helpful"

"I think that today has shown me the correct way to look upon myself as a leader"

"Mrs. Cummings is a very special lady and makes, what we learned today twice as important"

"I have really enjoyed myself today. I met a lot of people, and also learned a lot"

"I had fun while learning"

"I was able to relate with this conference. The problems in my D.E. class is now brought to the fact of why we didn't get along"

"I learned what a leader is and should be and I'm so glad you shared it with us"

"It helps the leader to understand what he or she should expect of themselves"

"Thank you for the learning experience"

"It made me realize a lot of things"

"It really opened up some new roads I had overlooked before"

"Timed and arranged perfectly. After dinner speaker acceptable, but impromptu and excusable"

"The conference was a great learning experience for me"

"It gets people involved, and helps to realize all the things to make a good leader"

"Well planned"

"When you go to conference, where everybody is involved, you are going to learn something; even if you do not use it now you shall maybe use it later"

"I have been to about 20 conferences 5 from DECA, but out of them this was the Best"

"It was an enjoyable, learning experience, which are musts for this type of conference"

"My overall feelings on the conference were both memorable and educating"

"I was totally overwhelmed at the learning I received. I feel this was a great conference in that it taught me true leadership"

"Good food and services, excellent atmosphere"

"The best conference that I've attended"

"Very interesting. Learned many things I was not aware of"

"The way ideas were brought across were very graphic and will stay in my mind for a long time."

"It was refreshing to learn something and at the same time have fun. It was great!!!"

"I have really learned a lot about leadership and people who make up leaders"

"The activities are excellent they really open peoples eyes about things they normally don't see"

"It was a pleasure to meet some very nice people"

"The presentation was made very interesting. Sue was very, very good"

"I have honestly learned a great deal today"

"The only thing I thought was poor about the whole conference was the pepsi cola speech (he didn't KISS)"

"As a state officer, I feel that a conference like this is very beneficial in making DECA Great. We went through this in August and I'm working hard"

"I was very pleased, I didn't expect to do all those activities. I thought of it as being a long lecture type thing"

"It was all-around fantastic! I hope it can continue in the future"

"All of the activities I found were entertaining and yet there was a great deal you could learn from each"

"I thought it was very well put together because time went by and I never noticed"

"I enjoyed myself, learned a little. Not afraid to speak in front of a group as much as I use to be. Well fed. Had a great time over-all"

"I enjoyed the great educational experience. I now know I will be a better DECA officer"

"I learned a lot about myself as a leader and how to help some problems in Central's Chapter"

"Very Good!"

"This is the first meeting or (Workshop) that I have ever learned from or got anything out of it. Everyone got along well"

"To be honest when I first heard about coming I thought it might be one long seminar on (leadership) meaning lectures, etc. Now that I have attended I had a lot of fun and really learned a lot. I only wish more of the people in our chapter would have been able to attend. I would recommend this to anyone interested in leadership and I'm not just saying this to be courteous"

"The conference wasn't boring at all. The games especially made it more enjoyable"

"I thought it was interesting, and understanding. It put good ideas in our minds"

"I think it went over excellent. I only wish more people could attend"

"I really enjoyed being here and I learned a lot. I liked the participating it made it more interesting"

"I got a lot out of doing strange things I had never done before. Each task was exciting and an excellent way of learning."

"The sessions were presented in a way that you could understand them without little difficulty"

"It <u>was</u> an excellent learning experience, and it was put together well. I learned a lot that I will apply to our school"

"I really enjoyed it, it was an excellent experience, and I really learned a lot from the work group, and I got to meet other people"

"Nothing was held too long, everyone participated"

"It was the most enjoying learning experience I have ever been involved in"

"I really learned a lot from the days exercises"

"A very enjoyable learning experience"

"Fantastic presentation"

"I feel I learned a lot from this conference on how to be a better leader"

"The exercise on labels was very good"

"I think I really learned a lot about leadership and especially getting along with people"

"To me it was one of the best conferences I have gone to. I really learn very much. It was no boring it was fun. I had a very excited day"

"I feel the different demonstration helped me in so many ways. This is the second leadership conference and I learned much more"

"Excellent activities which tied in well with necessary learning"

"Best conference I have been to. It was never boring and it makes a person stop and think seriously about his own qualities as a person and a leader"

"I feel that I have learned a lot, and hope that when I get back to school, that I can help the class from my learning experience"

QUESTION 2

2. If you were asked to attend another training session like this, would you?

_____ Yes _____ No _____ Uncertain Remarks:

The results were: 115...or 98.3% indicated Yes
zero response for No
2...or 1.8% indicated Uncertain

The following are the unabridged remarks concerning question number two.

"It was fun"

"I feel I could learn even more by just doing this one over again"

"All should be like this"

"I would like to attend again but I would like more Apollo people to attend"

"Without a doubt"

"Immediately without hesitation"

"Because like below a great learning experience"

"Yes"

"Yes, very certain"

"I feel I could learn more next time"

"I'd like to bring my whole class next time"

"Not exactly (don't get me wrong--I loved it, but not a repeat for me)"

"PLEASE-----ALL Officers!"

"Hope it would not be exactly the same"

QUESTION 3

3. Would you recommend a student to attend a training session like this next year?

_____ Yes _____ No _____Uncertain Remarks:

The results were: 117...or 100% indicated Yes
zero response for No and Uncertain

The following are the unabridged remarks concerning question number three.

"Yes especially an officer 'cause it helps you to realize that other people are equally (should be) involved in the club"

"Definitely"

"Needed for Officers"

"Would desire that more could participate"

"It's a great learning experience"

"I would recommend it to anyone"

"Absolutely"

"Because it is really a great learning experience"

"Yes"

"Yes, very much"

"It would help him"

"How about having another this year"

"A Arizona DECA must!"

QUESTION 4

4. Can you accomplish the same type of training home in your classroom?

_____Yes _____No _____Uncertain Remarks:

The results were: 61...or 52.1% indicated Yes
12...or 10.3% indicated No
42...or 35.1% indicated Uncertain
2...or 8% did not respond

The following are the unabridged remarks concerning question number four.

"With practice"

"Hopefully -- it will be tried"

"Could use a little help"

"Hopefully it will be as effective as this one"

"Some people were not made to be leaders in their own eyes, but it's worth a try"

"At school you have some people that would have the right attitude"

"I'm going to try"

"It might be difficult"

"To a certain degree it will be possible"

"There really isn't that much time to cover as much as we did today"

"Hard to reach so many personalities"

"We'll try"

"The class would have to be pre-oriented some"

"But it would be more difficult everyone might not like it"

"Maybe not as well, but it certainly would be worth giving a try"

"You could but the people who are there are those who choose to be here. On a classroom situation not many choose to be there and want to cooperate.

"We are going to try to bring the same effects to our school"

"There was also more people who wanted to get involved and a lot more ideas!"

"We might be able to"

"With the thing taught to me today it is possible"

"I'll try my very best!"

"Using some of these activities"

"We are sure going to try"

"Most of the students think that this sort of thing only wastes their time"

"If students will co-operate"

"Possible"

"Different types of people, some wouldn't pay as much attention"

"I think I can, I'm going to try"

"But with person other than regular teacher"

"With practice"

"Not as well--would depend on those involved--I am sure going to try"

"I hope so"

"I will try"

"I think so"

"But I feel the A.S.U. environment and the block of time helped"

"Now with improvement prior to conference"

"I would like to think so but some people just aren't interested"

"With student leaders"

"I don't think Mr. Rieman could be so funny"

"Some of them are fine for classrooms"

"And we will"

"Because after coming to this one I really believe I could"

"I hope so"

"I really don't know if I could. But the same way I might"

"The effect of being with people you do not know makes the task fresh. Class would be difficult"

QUESTION 5

5. Will you use todays activities in your local school?

_____Yes _____ No _____Uncertain

The results were: 103...or 88% indicated Yes
zero response for No
6...or 5.1% indicated Uncertain
8...or 6.9% did not respond

The following are unabridged remarks concerning question number 5.

"Probably"

"Will try"

"Most certainly"

"I'll try"

"If students are willing"

"Some"

"Definitely"

"We'll try"

"With minor adjustments"

QUESTION 6

6. What were your feelings about the following activities:

	Excellent	Good	Poor	Uncertain
a. What is a leader?	_____	_____	_____	_____
b. Input-leadership styles	_____	_____	_____	_____
c. Effect of task on group product.....	_____	_____	_____	_____

d. Task/Maintenance roles .....___ ___ ___ ___

e. Lunch .....___ ___ ___ ___

f. Pepsi-Cola's "Learn and Earn Project"..___ ___ ___ ___

g. Effects of leader behavior on group.....___ ___ ___ ___

h. Murder Mystery .....___ ___ ___ ___

i. Hierarchy of characteristics of a .....___ ___ ___ ___
good leader

Remarks:

The results were:

a. 90...or 78.3% indicated Excellent
25...or 21.8% indicated Good
zero response for Poor and Uncertain

b. 77...or 66.4% indicated Excellent
39...or 33.7% indicated Good
zero response for Poor and Uncertain

c. 84...or 73% indicated Excellent
31...or 26.1% indicated Good
zero response for Poor and Uncertain

d. 72...or 62% indicated Excellent
43...or 37% indicated Good
1...or .01% indicated Poor
zero response for Uncertain

e. 26...or 22.4% indicated Excellent
76...or 65.6% indicated Good
12...or 10.4% indicated Poor
2...or 1.8% indicated Uncertain

f. 8...or 6.1% indicated Excellent
38...or 32.8% indicated Good
59...or 50.1% indicated Poor
11...or .1% indicated Uncertain

g. 94...or 81.8% indicated Excellent
21...or 18.3% indicated Good
zero response for Poor and Uncertain

h. 82...or 73.9% indicated Excellent
28...or 25.2% indicated Good
1...or .1% indicated Poor
zero response for Uncertain

i. 71...or 65.8% indicated Excellent
36...or 33.3% indicated Good
1...or .1% indicated Poor
zero response for Uncertain

The following are the unabridged remarks concerning question number 6.

"All together I thought it was great!"

"Thanks!!"

"All in all it was worth my time"

"Very well run conference"

"Right-On!!!"

"I think there should be more conferences like these where someone might learn something"

"Very well organized"

"Everything was excellent for me. I had not had so much fun in years. Like today. Thank you"

"I was really satisfied with this conference"

"Very poor speaker at lunch. Unprepared"

"The overall conference was excellent"

"All of these were extremely educational and I enjoyed them extremely"

"I had my doubts before the day started but I loved every minute of it"

"The overall conference was fantastic. There was a lot to be learned. The luncheon was very good but the speaker was not prepared"

"Keep up the good work and thanks"

"It was a great training conference, glad I came"

"I really enjoyed this conference very much. I hope we have many more like this one we had today"

"I learned a lot. It will really help me with my own chapter"

"I really learned a lot through this experience and had a good time"

"I would like to have copies of all these activities for my classroom"

"Ron is to be Congratulated"

"Thanks. As usual - <u>great</u> - Strange how appropriate for <u>all</u> groups 6-60, rich or poor, etc."

"The film was a little bit hard to understand and watch. Was restless otherwise very excellent"

"Overall conference showed me a lot of fault which I will attempt to correct"

"Sue, you're a magician"

"Very good"

"I feel that the Pepsi Cola's Project was a little too advanced for the DECA students, because there wasn't much points"

"I really liked D-g-H. FANTASTIC!"

"I learned most from, Effects on leader behavior"

"I enjoyed everything throughout and I have learned something but right now I don't know what but it will show up one day"

"I was a VICA officer thank you for the help you have given me"

"They were all very good"

"I was very impressed with the ocup activities. Now the big test will come when we try to share our experiences at home"

"FUN"

"Today was great!"

"Very enjoyable and worthwhile"

"Group interaction helped everyone gain a great deal through the well structured activities"

"Thank you for having us. Thanks-Pepsi and State and RON"

"Close adherence to the schedule was commendable; also frequent breaks"

"Tremendous - many thanks"

"It was fantastic"

"I really learned a great deal!!"

"I think this was well worth the effort of the individuals that worked so hard to make this training a reality. THANK YOU"

"Very good seminar and very productive"

FINDINGS FOR

FINAL EVALUATION OF A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUC. PROGRAM, CONDUCTED ON OCTOBER 26, 1974 AT ARIZONA STATE UNIV.

The final questionnaire was sent to 38 schools, the number in attendance at the conference. The total number of respondents was 31, an 81.57 per cent return. All questionnaires were sent to the teacher-coordinator of each school.

QUESTION 1

1) CHECK the percentage of your local D.E. youth group that have participated in at least ONE group activity during the past school year.

____ Under 10%
____ 10-20%
____ 20-30%
____ 30-40%
____ 40-50%
____ 50-60%
____ 60-70%
____ 70-80%
____ 80-90%
____ Over 90%

The results were:

Percent	Number	Percent of Respondents
Under 10%	0	0
10-20%	0	0
20-30%	1	3.22
30-40%	0	0
40-50%	3	9.67
50-60%	1	3.22
60-70%	3	9.67
70-80%	1	3.22
80-90%	4	12.90
Over 90%	18	58.00
Total	31	100.00

The original performance objective set the standard of 80 percent, the project achieved 70.96 percent.

QUESTION 2

2) Have you and/or your students conducted local classroom leadership training during the past school year?

____ Yes
____ No

		Number		Percent of Respondents
The results were:	Yes.....	25	.....	80.64
	No	6	.....	19.36
	Total	31		100.00

The original performance objective set the standard of 90 per cent, the project achieved 80.64 per cent.

QUESTION 3

3) CHECK the percentage of SENIOR D.E. members of your local DECA Chapter that have participated in at least one regional and or state DECA activity during the past school year.

____ Under 10%
____ 10-20%
____ 20-30%
____ 30-40%
____ 40-50%
____ 50-60%
____ 60-70%
____ 70-80%
____ 80-90%
____ Over 90%

	Percent	Number		Percent of Respondents
The results were:	Under 10%.....	0	.....	0
	10-20%.....	0	.....	0
	20-30%.....	0	.....	0
	30-40%.....	2	.....	6.45
	40-50%.....	5	.....	16.12
	50-60%.....	8	.....	25.80
	60-70%.....	2	.....	6.45
	70-80%.....	5	.....	16.12
	80-90%.....	2	.....	6.45
	Over 90%	7	.....	22.58
	Total...	31	.....	100.00

The original performance objective set the standard of 60 per cent, the project achieved 51.61 per cent.

QUESTION 4

4) Do you want a copy of the materials and supplies, outline and dialogue of Dr. Sue Cummings training session, which should be good for five or more lesson plans? (YOUR REWARD FOR MAILING AND COMPLETING THIS FORM)

____ Yes
____ No

The results were: Yes..... 31
No 0

The results of this question reinforce the staffs decision to delete the scheduled 45 day evaluation for the training curriculum guide.

The following are the unabridged remarks concerning questionnaire:

"That was an excellent workshop and would be an valuable annual experience!"

"Ron: I've made arrangements to have someone (several) conduct our fall conferences in this manner - call me some day & I'll tell you about it."

"Excellent conference-like to see another one similar to it (Have duplicated materials (1 copy of each handout) ready for coordinator to take home & duplicate for class use immediately)"

Remark was made in reference to 'no response in question #2' -- "We planned on a leadership training session in the classroom, but felt the activities might not be as successful without Dr. Cummings"

"Thank-you"

"It was fantastic. We took Sue's basic ideas All vocational youth organizations in the county were invited. We had about 80 persons. We hope to do it again next year."

"You're welcome!"

"This is extremely constructive my congratulations"

"I thought I had to wait until I got to heaven for my reward. You are welcome."

"Thanks for all your time in this project I think you are a good man and I don't care about all the dirty things everybody is saying about you."

"I felt as did my students that the leadership training conference was excellent!!"

"Thank-you"

"Is it still 'In Gould we trust'?"

"I hope they have something like this next year the students really enjoyed it"

"Each of the activities conducted at regional level & program conducted at ASU were very valuable & created an excellent chapter spirit."

"Ron--thanks again for planning the conference at ASU. You have led the way for new thinking concerning regional DECA conferences."

"Next year we will apply for 2 clubs which should be a help! Thank you for a great ASU workshop!"

A CLASSROOM TRAINING CONFERENCE

FOR

YOUTH LEADERS OF DISTRIBUTIVE EDUCATION

IN

ARIZONA VOCATIONAL EDUCATION

PRESENTED UNDER A RESEARCH MINI-GRANT
FOR VOCATIONAL EDUCATION
ARIZONA DEPARTMENT OF EDUCATION

SUSAN N. CUMMINGS, Ph.D.
Professional Trainer
ARIZONA STATE UNIVERSITY
TEMPE ARIZONA

OCTOBER 26, 1974

LUNCHEON SPONSORED BY

A CLASSROOM TRAINING CONFERENCE
FOR
YOUTH LEADERS OF DISTRIBUTIVE EDUCATION
IN
ARIZONA VOCATIONAL EDUCATION PROGRAM

TIME	HOST: Bill Goodheart, President, Arizona DECA
9:00 A.M.	Registration - Arizona Room Reception Lounge
9:30	Call To Order - Arizona Room A Pledge To Flag Welcome
9:35	What is a leader?
10:30	Break
10:45	Input - Leadership styles
11:00	Effect of task on group product
11:45	Task-Maintainance Roles
12:00	Lunch - Arizona Room B - Sponsored by Pepsi-Cola Co.
12:25	Pepsi-Cola's "Learn and Earn Project" presented by Floyd Bailey, Key Account Manager
1:00 P.M.	Effects on leader behavior on group members
2:00	Break
2:15	Murder Mystery
3:15	Hierachy of Characteristics of a good leader
3:30	Evaluation questionnaire
3:30	Campus Tour (Optional)

STAFF:

Susan N. Cummings, Ph.D., Arizona State University
Ronald T. Gould, Project Director, Washington High School
Kris Sheets, Teacher-Consultant, West High School
Aaron Lipinski, Teacher-Consultant, Sunnyslope High School
John Herrick, Student/teacher-Consultant, A.S.U.
Kristin Johnson, Student/teacher-Consultant, A.S.U.
Kim Kymer, Student/teacher-Consultant, N.A.U.
Don Malby, Student/teacher-Consultant, N.A.U.

A TRAINING CURRICULUM GUIDE FOR
A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION
IN
ARIZONA VOCATIONAL EDUCATION PROGRAM

WHAT IS A LEADER?

Materials needed -- Note pads, pencils (1 for each participant)

Lego blocks (1 set for each group of participants)

Polaroid camera for instant pictures of group's accomplishments (optional)

Grouping -- I find 4-8 people to be best in a classroom, you may have larger groups if facilities allow - plan the use of additional helpers or assistants - one for every 10-15 participants

Arrangements -- Place participants in a circle with chairs only - sitting on the floor if facilities allow - Place yourself in the center of groups if possible

THE FOLLOWING DIALOGUE IS DR. SUSAN CUMMINGS - USE YOUR OWN WORDS AS MUCH AS POSSIBLE BE CONVERSATIONAL AND REFRAIN, IF POSSIBLE FROM READING IT

Do you know what auditorium means? It comes from Latin, Audio meaning hear and toris meaning bull.

One son said to his mother, "You know, I just hate to go to school. The teachers don't like me, the superintendent is trying to get me transferred, the bus driver hates me, the kids don't like me."

Mother said to son, "Now son, you really have to go to school, you're the principal."

When I think of leadership the first thing that comes to my mind is communication. I'd like to share a few thoughts with you on that. Evan's said that it's really too bad that so many English teachers equate grammar with communication, it just isn't true and if you don't believe it, you go down to the inner city and find yourself a truck driver. Be sure he's a veteran and take your car and drive it into his truck, see if he can communicate or not.

At the University one of the nice things about some of the teachers is that they don't take your word for anything, so three fellows decided to test this out. The only trouble was they didn't have a car, so they changed the plan just a little bit, they had motorcycles. They got up early one morning and

looked for a truck stop. They found one in a great big semi. There wasn't anyone else there but it was great for their experiment. They parked their motorcycles and walked in and sure enough, there was a truck driver eating his breakfast. The first one went over and stirred his fingers in his eggs, then dumped sugar in them. The other guy put his finger in the driver's coffee and dumped salt in it. Another guy put pepper on the driver's toast. The truck driver got up and said not a word, he paid his bill and walked out. The fellows said to the proprietor, you see, that guy can't communicate he just isn't much of anything. You're right he isn't much of a truck driver either he just ran over three motorcycles. The point is not only that we use means to get our ideas across, we sometimes use nonverbal communication.

An English lady riding the bus said to her friend, "Are you Thursday?"
"No it's Wednesday."
"I am let's get off the bus and get a drink."

Is there anyone who is having trouble understanding me? Let me check that out APPLE does everyone understand that word? What color, red, green, yellow, how big is it?

I guess we don't communicate very well, let me give you two things you can use today, it may help you. They are important for a leadership role, and they will facilitate communication.

1. WHAT DO YOU MEAN? Even on a simple thing like an apple, it's green and about so big

2. HOW DO YOU KNOW?

I have a motto that I use it's KISS. Do you know what that means? It means Keep It Short Stupid

I would like to have you take a couple of minutes in your group to think of one word or phrase that best describes you. Go around your group and tell your name and the one word that best describes you.

ALLOW 3-5 MINUTES - DEPENDS UPON SIZE
OF GROUP - ALLOW TIME FOR ALL TO COMPLETE
AND REVEAL IDENTITIES AS INDICATED

Pull your group in as tight as you can, select a recorder. You all need a pencil now for the next phase. I would like to have you make a list of as many characteristics of a leader as you can. First find out who your recorder is to be then as a group discuss all the things that you would like to have on your list, because from your list your group will make a model. In a few minutes you will have some lego blocks passed out to your group and you will have an opportunity to build your model. You want yours to be the very best model because we will give you an opportunity to show it off. That's why it's important to have a recorder so he will know what he is talking about when he shows your model for you.

PASS-OUT SETS OF LEGO BLOCKS, ALLOW 10-15 MINUTES FOR ALL TO COMPLETE AND PLAN THEIR PRESENTATION - HAVE MEMBER(s) EXPLAIN THEIR MODEL IN FRONT OF CLASS-GIVE PRAISE AND ENCOURAGEMENT-TAKE PICTURES OF EACH MODEL

I would like to tell you that this demonstration of leadership characteristics really impressed me. I could have told you most of the things you have in your model, but believe me they wouldn't be nearly as good as you being the expertise of everyone in this room.

I have great expectations. I know this will be the finest explanation of leadership we could have.

BREAK

INPUT - LEADERSHIP STYLES
EFFECT OF TASK ON GROUP PRODUCT
TASK - MAINTENANCE ROLES

Materials needed -- Handout "Leadership styles" (1 for each participant)

Sub-group I - 10 drinking straws (with paper removed)
50+ roll of straight-pins
(1 set for each group of participants)

Sub-group II- package of scratch paper, size 8x11, 100+ sheet
1 roll of masking tape
(1 set for each group of participants)

Sub-group III-1 package of 3x5 cards
1 roll of scotch tape
1 or more marking pens
(1 set for each group of participants)

Handout "Task Functions" (1 for each participant)
"Maintenance Functions" (1 for each participant)

A politician came home after a speaking engagement and was greeted by his wife. How did the speech go? He said, "Which speech? The one I practiced on so hard, the one I gave you or the one I delivered so brilliantly on the way home?"

Unfortunately, you always get the one I'm going to give.

If you'll look in your notebooks, you'll find a page that says leadership styles. This has a pattern at the top that I think is very meaningful in describing leadership in general. I am sure that you have heard of all different kinds of leadership. We have three labels we hang on it. We talk about the Autocratic leader he is the one at the far left on the model

and he tells people what to do. If you want to run a good war have that type of leader, he's very efficient. On the other side we have the democratic leader, he usually participates as a member of the group. And then we have one that isn't portrayed on here that we call Laissez-faire who has no control over the members of his group. He lets the members do as they please.

If you can imagine this diagram as being a continuim then I think you have a better idea about how you can be a skillful leader because no group can really start out as a democratic group. Someone has to start them out intelligently. Let's start by imagining that we are working with kids assume that they know nothing and that moving from an Autocratic group to a Democratic group has to do with making choices. If you don't know anything you can't make any choices. So we teach our kids to play marbles and we teach them to play hide & seek and we have started to enable them to move along the continuim. The next day we can say, "Hey kids, do you want to play marbles or play hide and seek?" And they have made their first decision. As they have more and more learning they can make more decisions and take responsibility. As the group takes more responsibility the leader has less. What happens as the leader, you think your group can take responsibility and they can't. It's a mess, nothing happens. But supposing on the other hand that they are able to take responsibility and work by themselves and you tell them what to do. I know this has never happened to you in the classroom. So they usually wind up being bored. If you can find out somehow where your group is along that continuim and what they can do, your leadership style can match their ability and you will have a tremendous successful group.

Think about it a little bit, what it really means, WHERE IS YOUR GROUP? WHAT CAN THEY DO? Some leaders panic.

We are going to take a look at another aspect of leadership. A task and what you have to do and how this affects a group. I'm going to give each large group three different tasks and see what happens. I want each group to divide itself into three equal groups. You can figure it out.

Now that you have three groups. Group I will build a TOWER. You may use only the materials you are given. Group I will get straws and pins you're going to build a tower with. Group II will make a KANGAROO WITH A POUCH. You'll get scratch paper and masking tape. Group III can do anything they want. You get 3x5 cards, scotch tape, and marking pens. You have 20 minutes to complete your project.

ALLOW 20 MINUTES - ALLOW TIME FOR
GROUPS I & II TO FINISH (GROUP III MAY NOT FINISH)

Now that 20 minutes are up, would you bring your project, and show and explain what you did..

ALLOW EACH GROUP TO EXPLAIN AND SHOW THEIR PRESENTATION-
GIVE PRAISE AND ENCOURAGEMENT-TAKE PICTURES OF EACH

Can you tie this to the Autocratic group, Democratic group, Lassez-faire group? I see some nods. Let's see how the task affect leadership styles in groups.

The towers had materials they needed for their kind of work. Did you notice how people were walking around getting in your way? They were the people who built the towers. What happens in a group when you have a very simple task, to much time? People get bored, get into trouble, they do all kinds of things.

In the second group you had a very specified task but your materials didn't fit the task. Could we hang a label on the Kangaroos? What would you call them? Mission Impossible, we talk a lot about creativity. How can we have a creative group and I wonder how the way you give directions, the way your plan does have something to do with how creative the group will be. You had directions but you were not told how to get there. And almost always we have the most delightful group of Kangaroos.

The last group didn't work like it usually does. How do you suppose it usually turns out? THEY DON'T DO ANYTHING. Why didn't it work here? You're abnormal.

Quite seriously and I alluded to this when I talked before, you people are all leaders. You took the responsibility and you were committed to the task and it worked beautifully. Very often a leaderless group is told to do what they please and do nothing. We want to work toward the end that you achieved here. In most of the groups with the cards, and you were highly creative, it wasn't easy to get rolling was it? What do we do? So in working with groups, the kinds of tasks very often affect the product. If you have very experienced and mature people they can work on their own.

I once heard a fellow tell the story of groups that delighted me and I always wished I was more of a ham than I am now. But I'd like to attempt to tell the story like he did. It goes something like this, first of all, however, it is interesting that business knows something that people workers don't know. That in every business and industry they have two kinds of workers. They have those that are turning out the product and then go home that night, and what happens? The maintenance crew comes on and that product couldn't be turned out if it weren't for the maintenance crew. The story goes something like this. Would you imagine that we have a factory building shoes and the first thing that happens is the material goes along a belt and it cuts then it goes to a sewing machine. The tops are sewn to the soles then it goes into a dye vat for the color. Then they put the grommets for the shoe laces using a punch machine, then they are shined and someone puts the laces in. Would you imagine please what would happen if the conveyer belt and cutter works very well and the sewing machine breaks down. What happens at the dye vat? The grommets? We have no product at the end. The crew didn't do its job.

When we talk about groups working together we can also take a look at what we call task and maintenance roles, and the maintenance roles include things like getting to know each other, being sure that others in the group have a chance to say something. Clarifying, somebody tells you to do something

and you just didn't catch on and you'll show them how dumb you are if you ask. Fortunately, there is always someone in the group who will say it for you. "I don't understand what you mean." And what a help that is. We have people who build on each others ideas and we have people who bring in information and initiate ideas. These are the task-type roles.

Can you think back to what happened in your small groups to enable you to come up with the kind of product you did? Who came up with the ideas? Did you work well together because we've taken some time to introduce each other in the beginning? Had you worked together in some other things so you did a little better, or did one person hog the show? So we also have some negative roles, like the sewing machines breaking down. People who have what we call hidden agendas. Your hidden agenda means that you have a goal you are trying to achieve with your group which you are not exposing because you are working towards that end. You have other hidden negative agendas or blocking behaviors which work toward the task of the group. An example is the fellow whose main idea is to get out of the meeting and get home. What behavior does he exhibit? Blocking behaviors like working for your own good instead of working for the good of the group, of showing-off and telling stories that really don't fit. Some of the kinds of jokes that we throw in because they aren't pure. This stops the group from getting where it wants to go. Once more, if you will look in your packet, you will find papers on "Task" and "Maintenance Roles". In my opinion, learning these as skills and being able to carry out the roles is the most important part of leadership. I hope you will become acquainted with them because the first step in any kind of learning is awareness; then you can practice them; and finally you make them part of your normal behavior. We will look at these some more later, but let's look at them now. Can you remember who did these things in your group as you worked on the task you just had?

LUNCH BREAK

EFFECTS ON LEADERS BEHAVIOR ON GROUP MEMBERS

Materials needed -- Handout - "Once upon a time" (1 for each participant)
Case problem - you will have to substitute a local fictitious problem but make sure it is controversial and argumentive so that it can not be solved. Example, "drugs", etc.

FF-3 White Self-adhesive file folder labels (1 set for each group of participants)

Type or write on the labels

1. appreciate me
2. help me
3. ignore me
4. interrupt me
5. be nasty to me
6. hate me

7. pity me
8. argue with me
9. respect me
10. love me
11. listen to me
12. support me
13. tell me I'm wrong
14. praise me

Now I'm going to ask you to do something that is very difficult, but I think you can do it. Quite a few years ago, when I was younger, one of my favorite activities was going to camp in the summer. The first year I was there I was so excited that I decided that would be my life's career and I was going to be top dog in camp, you know, when the top dog in camp was the bugler. Naturally, I got a bugle, I learned to play it and I achieved my ambition and became the camp bugler. One of the things I didn't know about that was the bugler was fair game for everyone and got in line for almost every trick they played. Like filling the bugle with water, sand and anything else. But, I remember one time in particular, we were talking and they said, "Is there anything to keep you from playing?" And I said, "Yes, if I get laughing I can't possibly play." Thinking that this was a nice friendly conversation I promptly forgot. That night when it was time to play taps I walked out on the pier from which I usually played and as I played the campers came out carrying my bed and put it in the lake and carried my suitcase out and put it in the lake and would you believe, I got through it. This is the kind of task I'm going to ask you to do. I want you to keep on playing no matter what happens to you.

We're going to ask you to read a case problem and I think you will find it a little bit of fun. But very seriously discuss it and come up with some solutions. Meanwhile, I'm going to take one person from each group; and I'll not have to put your bed in your way, but something rather similar in effect. I'm going to ask them to put a tag on your forehead. And I <u>don't</u> want you to know what's on the tag. You keep on discussing quite seriously that problem that you will have. To get it started, I wonder if you will pick one person from each group privately; and while I'm meeting with them, you will be getting the case problem to read and you can start in on the discussion. So, pick one person to meet with me. Would the honcho please count the number of people in the group before you come to see me.

PASS-OUT CASE PROBLEM NOW

DISCUSS WITH PEOPLE FROM GROUPS-You have been selected to help me. I'm going to give you a tag for each person in your group. These tags are either positive or negative. Place these tags on the forehead of each person in your group without them knowing what it is. Place the positive labels on the quiet or nonparticipating individuals and the negative on the active participating members. Each person should treat the person in the way the label says. Any questions?

ALLOW 15 MINUTES PROCESSING

OK, I'd like to have you guess what's on your forehead. Guess first then take it off.

Now have your observer to tell you what they saw happening.

I'm sure you realize that this was for fun and not for real. It's for real when everyone you associate with has a label on them. Do you know what labels you are putting on people; but even more than that, how does the label affect their behavior. I would like to have the people who had an "Ignore me" come up here.

I would like you to share how you felt about what happened to you.

ALLOW PARTICIPANTS TO TALK

Almost everyone who had a negative label on them has some pretty bad feelings, but there is something interesting in the other angle. Can we get the people up here who had "Respect me" on their forehead.

Someone made the comment today that if you don't have a leader in the group, one will emerge. I guess my first question will be, did you turn out to be the leader in the group? Did you talk more than you usually do and how did you feel about it? Think of your club meetings and the labels that the people have. Are there any that have the labels which were on people today? If there are, maybe this accounts for some of the things that happen. Maybe we are saying that those kids who don't help very much have a label that says be nasty to me. Then we wonder why they are not helpful.

How about the officers? You have pretty positive labels on your forehead. It feels good. When you are aware of other people as you were today, what you need to do is be careful about the label that you put on other people's forehead as well as the label you put on yourselves. Because they are really a great gang. You would be amazed at what would happen if you could look around and see "respect me", "like me", "appreciate me", "listen to me". They do a better job.

BREAK

MURDER MYSTERY

Materials needed -- Handout - "The murder mystery" (Reference: Gene and Barbara Stanford, Learning Discussion Skills through Games. New York: Citation Press, 1969.)

I'm going to ask you to help solve a problem. Someone got murdered. I'm going to ask you to find out how it happened and at the same time remembering the point we made and see if within your group you can demonstrate as many leadership characteristics as you can. See if by so doing you may be more efficient and come up with an answer sooner. Your task is this, you have to find out five things so one of you in the group jot these down. First who was the murderer? What was the weapon? Where did the murder occur? At

what time did it happen? What was the motive? Unless you have the answer to all five, we won't tell you you are correct. If anyone is wrong, we will just say, "no". As soon as you think you have the answer, raise your hand and someone will check your answers. If you have four right and one wrong, you will be told you're wrong. You have to have all five right to be told you're right. In order to come to a satisfactory solution, you will each be given a clue. You will have to determine which of the clues that you have are relevant and which are not. You may not show anyone else your clues. Hang on to your clue. Don't show it to others.

PASS-OUT CLUES-MAKE SURE THAT ALL THE CLUES ARE PASSED OUT-SOME PARTICIPANTS MAY HAVE MORE THAN ONE CLUE

YOUR ANSWER: Who: Scott
Time: 12:30
Where: Scott's apartment
Weapon: Knife
Motive: Jealousy

In this exercise you have demonstrated some more leadership characteristics.

HIERARCHY OF CHARACTERISTICS OF A GOOD LEADER

Materials needed -- Handout "Hierarchy of characteristics of a good Leader" (1 for each participant)

I want to do some private thinking and come up with five characteristics that you think are most important. What five characteristics of a leader are most important to you? Please jot them down and put in order of importance to you.

ALLOW 5-8 MINUTES FOR PARTICIPANTS TO FINISH TASK

Let me tell you that whatever you have is right. Sometimes by showing it we have a new insight. May I share mine with you?

First of all, it seems that the goal of a leader is to enhance his group. And by that I mean that he will enable each individual in the group to behave in such a way that he makes the greatest possible contribution. So my first characteristic is responsibility. Responsible to a point of complete control over your behavior so that you can work toward that goal, and responsibility for other people in that group to the extent that you enable them to work productively.

The second one, I'll bet no one had this one, is timing. The more I work in groups the more I work with leadership the more impressed I am with timing. I'm still working on it becuase I haven't made it. To say the right thing at the right time. I know how long something can go on and be productive without overdoing it and know when to bring something up that will be most helpful.

My third one in leadership and first in human relations, is supportiveness.

When was the last time you told someone they did a good job or that you liked something they did? What happens when you support people? In some of the work I've done I've been called in as a trouble shooter. And trouble shooters have to work with individuals who are some kind of a problem in the organization. I'm horrified when I go into businesses and find one little secretary at the bottom of the heap that's responsible for bombing the whole organization. And the changes that happen when people support each other. I see this as a specific skill and characteristic that you can practice with every person in your group. Support them.

The next one is the one we have been working on throughout this seminar and yet it's fourth. That is awareness of the skills and positive group roles and the practice of those skills. Know that it is important to get the ball rolling. Say, "I volunteer", or to offer that information or ask a question. Do all the things on the list you have on the maintenance roles. And to do those, you first of all have to know them.

My next one is openness and I guess that is personal and private, because this is one of those things in which I unconsciously judge my friends. Those closest to me and those who I enjoy being with the most are open with each other. I learn best with those with whom I argue all the time. They are not afraid to say, "I disagree". They're not afraid to try out a new idea. Very often we teach people to give praise to those who make mistakes. This openness is an openness to making errors; to sticking your neck out. There is a certain amount of pleasure in saying, "I goofed". I was wrong, so let's start over again. The people who have the courage to do that kind of thing make the greatest contributions. Let's take about five minutes to share your list with each other and explain why you put down what you did.

Leadership Styles

Leader-centered Leadership

Group-centered Leadership

Five typical patterns of leadership behavior:

1. Telling
2. Selling
3. Testing
4. Consulting
5. Joining

Forces in the leader:

1. His value system
2. His confidence in group members
3. His own leadership inclinations
4. His feelings of security in an uncertain situation

Forces in the group members;

1. Need for independence
2. Readiness to assume responsibility
3. High tolerance for ambiguity
4. Feeling that problem is important
5. Understand and identify with goals
6. Have knowledge and experience to deal with problems
7. They expect to share in decision-making

Long-range objectives:

1. Raise level of member motivation
2. Improve quality of decisions
3. Develop teamwork and morale
4. Further individual development
5. Increase readiness to accept change

Effective leader:

1. Sensitive to forces
2. Accurately assess forces that should influence him.

TASK ROLES

Member Behavior Required for Doing a Job in a Group

	WHO (List the persons)	WHAT
1. Initiating: proposing tasks or goals; defining a problem; suggesting a procedure.		
2. Information Seeking and Giving: requesting and offering facts; seeking and/or giving opinions; providing information pertinent to task.		
3. Clarifying: interpreting ideas or suggesting alternatives; clearing up confusion.		
4. Summarizing: pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.		
5. Consensus Testing: sending up "trial balloons" to see if a group is nearing a conclusion; checking with others to see how much agreement has been reached.		

MAINTENANCE ROLES

Member behavior required for building and maintaning the group as a working unit

	WHO	WHAT
1. Encouraging: being friendly, warm and responsive to other; accepting others and their contributions; giving others an opportunity to speak.		
2. Expressing Group Feeling: sensing feeling, mood, relationships within the group; sharing his own feeling with others.		
3. Harmonizing: attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters;" getting people to explore their differences.		
4. Compromising: when own idea of status is involved in a conflict, offering to compromise his own position; admitting error; disciplining oneself to maintain group cohesion.		
5. Gate-Keeping: attempting to keep communication channels open; facilitating the participation of others.		
6. Setting Standards: expressing standards for group to work by and/or testing its behavior against standards.		

Susan N. Cummings

Hierarchy of Characteristics of a Good Leader

1. Responsibility

   The good leader must be mature enough to take the responsibility for the totality of his own behavior. He should know himself and elicit that kind of control which enables him to consciously behave in ways which will enhance the goals of the group.

2. Timing

   The good leader must not only practice skills and present knowledge but time his behavior in such a way as to meet needs without creating dependency. He must have a sense of appropriateness and timing which will allow maximum learning for others.

3. Supportiveness

   The good leader at every point supports his followers in such a way that they feel like worthwhile individuals. This includes learning and encouraging whatever strength each individual possesses and ignoring rather than acknowledging his weaknesses.

4. Awareness and Skills in Positive Group Roles

   The good leader must be aware of and possess skill in both task and maintenance functions which allow him to operate in the role of trouble shooter or swingman as he observes a lack in any function in the group process.

5. Openness

   The good leader must be constantly open to innovation, willing to put his beliefs up for scrutiny and eager to discover new learning.

A Leader

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him
"Fail to honor people
They fail to honor you";
But of a good leader, who talks little
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

Lao Tse (Source unknown)

APPENDIX A

AADET WORKSHOP SURVEY TO DETERMINE ATTENDANCE

SUBJECT: A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUCATION

DATE: SATURDAY, OCTOBER 26, 1974

PLACE: The Arizona Room, Memorial Union, Arizona State University, Tempe,AZ

TENTATIVE SCHEDULE:

9:00 AM	Registration
9:30	What is a leader?
10:30	Break
10:45	Input - Leadership styles
11:00	Effect of task on group product
11:45	Task - Maintainance roles
12:00	Lunch
1:00 PM	Effects on leader behavior on group members
2:00	Break
2:15	Murder Mystery
3:15	Wrap-up Hierarchy of Characteristics of a good leader
3:30	Campus Tour (Optional)

PROFESSIONAL TRAINER: Susan N. Cummings, Ph.D.

HOST: Bill Goodheart, President Arizona DECA
In conjunction with Washington High School DECA
West High School DECA
Sunnyslope High School DECA

FOR: Two (2) Chapter Leaders and Advisor from each High School and State Officers (The two students are to be chosen by the local Advisor and/or chapter)

COST: The only registration fees will be $2.25 per/person, which will be for the luncheon. Participants will have to provide own transportation, lodging, and other meals required.

THE GOALS: To help Arizona D.E. students to become active members of their youth activities by providing a single-day of professional leadership training. The workshop is desinged so that the participants attending will be able to return to their local schools and accomplish the same training in their classrooms. Student handbooks containing the days activities will be provided.

All students at the conference will be asked to complete an evaluation questionnaire upon completion of the days activities and 45 days after the conference to measure the effectiveness of the training session.

Cut and return

TO: Ronald T. Gould, D.E.
Washington High School
2217 West Glendale Ave
Phoenix, Arizona 85021

_____ High School
(name)
___will, ___will not participate.

_____
Signature of teacher-coordinator

APPENDIX B

LETTERS TO PEPSI-COLA COMPANY TO GAIN SPONSORSHIP

FOR LUNCHEON

GLENDALE UNION HIGH SCHOOL DIST. GLENDALE, ARIZONA

William L. Jones, Superintendent of Schools
Isaac E. Lawman, Assistant Superintendent

WASHINGTON HIGH SCHOOL

2217 West Glendale Avenue
PHOENIX, ARIZONA 85021
Telephone: (602) 242-4000

Fred S. McClure, Principal
Ed Sine, Assistant Principal
James Wright, Assistant Principal
Robert O. Smith, Dean of Students

DISTRICT SCHOOLS

Glendale High School
Sunnyslope High School
Washington High School
Cortez High School
Moon Valley High School
Apollo High School
Thunderbird High School
Greenway High School

August 22, 1974

H. Naylor Fitzhugh
Vice-President, Special Markets
Pepsi-Cola Company
Purchase, New York 10577

Dear Sir:

It was a pleasure talking with you on August 15, 1974 concerning the sponsoring of a luncheon for a classroom training conference for youth leaders of distributive education in Arizona vocational education. I am attaching a copy of the plan of action for the conference, for which tentative approval for funding training expenses have been approved by the Arizona Research Coordinating Unit, State Department of Education.

The conference will be held on October 26, 1974 in the Arizona room, Student Memorial Union, Arizona State University, Tempe, Arizona. We have invited two D.E. student leaders and a teacher from each High School and the state officers in Arizona, which should total approximately 180 people. In our telephone conversation you asked the cost of the luncheon for which I have received the telephone quote from Jackie Renfro, Saga Foods Manager, A.S.U., (602) 965-6508 of $2.36 per/person or a total of $424.80.

During the luncheon it is my plan for Pepsi-Cola to present its "learn and earn marketing management educational project" to all the student leaders of DECA in the state. I also will need "pepsi" signature cuts for the printing of the program and student handbooks, which arrangements can be made with Mr. Raymond or your office.

We anxiously await your approval concerning the sponsoring of our luncheon.

Sincerely,

Ronald T. Gould

Ronald T. Gould
Distributive Education
Teacher-Coordinator

BOARD OF EDUCATION

[illegible], President Rev. Ray A. Sprint, Clerk Rev. Everett B. Luther, Member Richard D. Stapley, Member Arthur N. Lindberg, M. D., Member

SI-COLA COMPANY PEPSI PURCHASE · NEW YORK 10577
VICE PRESIDENT

September 3, 1974

Mr. Ronald T. Gould
Distributive Education
Teacher-Coordinator
Washington High School
2217 West Glendale Avenue
Phoenix, Arizona 85021

Dear Mr. Gould:

Thank you for your letter of August 22. We will be happy to cooperate with the staging of your statewide student-teacher meeting at Arizona State University on October 26. Mr. Ed Raymond will keep in touch with you concerning the planning details.

We are happy to hear that you plan to make use of the Learn and Earn Project at Washington High School. We certainly hope that it produces gratifying results.

Enclosed is a set of cross-references between the project and some basic DE texts that we recently prepared.

Very truly yours,

H. Naylor Fitzhugh
Vice President

HNF:he
Enclosure
cc: Mr. Ed Raymond, District Manager
Mr. Louis Giallonardo
Mesa Community College
1833 West Southern
Mesa, Arizona 85202

PAGE Appendix C OF THIS DOCUMENT WAS REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE IT WOULD NOT REPRODUCE IN MICROFICHE.

APPENDIX D

LETTER OF RESERVATION AND MAP

To: D.E. Teacher-Coordinators, State of Arizona who have sent the names of their students who will attend "A Classroom Training Conference for Youth Leaders of Distributive Education in Arizona Vocational Education" on Saturday, October 26, 1974.

From: Ronald T. Gould, Project Director, D.E.
Washington High School Telephone: 242-4000 Ext. 27

Subject: Training Session Reservations and map of ASU campus

Place: The Arizona Room, Second Floor of the Memorial Union, Arizona State University, Tempe, AZ.

Schedule:

9:00 AM	Registration
9:30	What is a leader?
10:30	Break
10:45	Input - Leadership styles
11:00	Effect of task on group product
11:45	Task - Maintenance roles
12:00	Lunch
1:00 PM	Effects on leader behavior on group members
2:00	Break
2:15	Murder Mystery
3:15	Wrap-up Hierarchy of Characteristics of a good leader
3:30	Campus Tour (Optional)

Reservations: Enclosed are name tags for the people that you have indicated will be in attendance. The name tags are your reservations to the conference. It is <u>important</u> that you <u>DO NOT LOSE THE TAG AND THAT YOU BRING</u> these tags with you because they are coded for the training activities.

Map Enclosed

Appendix D

PAGE 48 OF THIS DOCUMENT WAS REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE IT WOULD NOT REPRODUCE IN MICROFICHE.

APPENDIX E

EVALUATION OF A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUCATION PROGRAM

EVALUATION OF A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUCATION PROGRAM

NAME OF PARTICIPANT: _____ SCHOOL: _____

1. Now that you completed the day's activities, what are your honest feelings concerning the over-all conference?

_____ Excellent, learning experience
_____ Good, learning experience
_____ Poor, learning experience
_____ Uncertain

Remarks:

2. If you were asked to attend another training session like this, would you?

_____ Yes _____ No _____ Uncertain Remarks:

3. Would you recommend a student to attend a training session like this next year?

_____ Yes _____ No _____ Uncertain Remarks:

4. Can you accomplish the same type of training home in your classroom?

_____ Yes _____No _____ Uncertain Remarks:

5. Will you use todays activities in your local school? ____ Yes ____ No ____ Uncertain

6. What were your feelings about the following activities?

	Excellent	Good	Poor	Uncertain
a. What is a leader?	_____	_____	_____	_____
b. Input-leadership styles	_____	_____	_____	_____
c. Effect of task on group product	_____	_____	_____	_____
d. Task/Maintenance roles	_____	_____	_____	_____
e. Lunch	_____	_____	_____	_____
f. Pepsi-Cola's "Learn and Earn Project"	_____	_____	_____	_____
g. Effects of leader behavior on group	_____	_____	_____	_____
h. Murder Mystery	_____	_____	_____	_____
i. Hierarchy of characteristics of a good leader	_____	_____	_____	_____

Remarks:

APPENDIX F

FINAL EVALUATION OF A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUC. PROGRAM, CONDUCTED ON OCTOBER 26, 1974 AT ARIZONA STATE UNIV.

FINAL EVALUATION OF A CLASSROOM TRAINING CONFERENCE FOR YOUTH LEADERS OF DISTRIBUTIVE EDUCATION IN ARIZONA VOCATIONAL EDUC. PROGRAM, CONDUCTED ON OCTOBER 26, 1974 AT ARIZONA STATE UNIV.

NAME OF SCHOOL_____

NAMES OF PARTICIPANTS IN ATTENDANCE:

_____

_____

_____

_____

_____

_____

(Others not listed above)

Directions: To help complete required State Department of Education reports, PLEASE complete the following FOUR questions and return by April 18, 1975 to:

RONALD T. GOULD
Washington High School
2217 West Glendale Ave.
Phoenix, Arizona 85021

1) CHECK the percentage of your local D.E. youth group that have participated in at least ONE group activity during the past school year.

____ Under 10%
____ 10-20%
____ 20-30%
____ 30-40%
____ 40-50%
____ 50-60%
____ 60-70%
____ 70-80%
____ 80-90%
____ Over 90%

2) Have you and/or your students conducted local classroom leadership training during the past school year?
_____ Yes _____ No

3) CHECK the percentage of SENIOR D.E. members of your local DECA Chapter that have participated in at least one regional and or state DECA activity during the past school year.

____ Under 10%
____ 10-20%
____ 20-30%
____ 30-40%
____ 40-50%
____ 50-60%
____ 60-70%
____ 70-80%
____ 80-90%
____ Over 90%

4) Do you want a copy of the materials and supplies, outline and dialogue of Dr. Sue Cummings training session, which should be good for five or more lesson plans? (YOUR REWARD FOR MAILING AND COMPLETING THIS FORM)
____ Yes ____ No

REMARKS:

Thank-you

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